
Supervision in Transition

Foreword	v
<i>Corrine Hill</i>	

Introduction: Postmodernism and Supervision	1
<i>Carl D. Glickman</i>	

I. The Context

1. Policy and Supervision	7
<i>Linda Darling-Hammond with Eileen Sclan</i>	
2. Searching for a Common Purpose: A Perspective on the History of Supervision	30
<i>Frances S. Bolin and Philip Panaritis</i>	
3. Changing Perspectives in Curriculum and Instruction	44
<i>James Nolan and Pam Francis</i>	
4. Teacher Empowerment and the Development of Voice	61
<i>Andrew Gitlin and Karen Price</i>	

II. The Practice

5. Restructuring in a Large District: Dade County, Florida	77
<i>Gerald O. Dreyfuss, Peter J. Cistone, and Charles Divita, Jr.</i>	
6. Peer Assistance in a Small District: Windham Southeast, Vermont	97
<i>Susan James, Daniel Heller, and William Ellis</i>	
7. School Renewal in Chaska, Minnesota, Independent District #112	113
<i>Jean A. King and Carol J. Ericson</i>	
8. A View from the Central Office	126
<i>Edward F. Pajak</i>	

III. The Preparation

9. **Collegial Support by Teacher Mentors and Peer Consultants** 141
Nancy L. Zimpher and John E. Grossman
10. **Restructuring Student Teaching Experiences** 155
Amy Bernstein Colton and Georgea Sparks-Langer
11. **Linking Preservice and Inservice Supervision Through Professional Inquiry** 169
Patricia E. Holland, Renee Clift, and Mary Lou Veal with Marlene Johnson and Jane McCarthy

IV. The Reflection

12. **The Transformation of Supervision** 185
Peter P. Grimmer, Olaf P. Rostad, and Blake Ford
13. **Moral Authority and the Regeneration of Supervision** 203
Thomas J. Sergiovanni
- About the Authors 215
- ASCD 1991-92 Board of Directors 217
- Executive Council 217
- Review Council 217
- Members at Large 218
- Affiliate Presidents 219
- ASCD Headquarters Staff 221
- Current ASCD Networks on Supervision 222

